

Childminder report

Inspection date: 8 January 2020

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are very happy in this nurturing environment. Their behaviour is exemplary. The childminder praises children often, which helps boost their confidence and self-esteem. Children are very familiar with the childminder's routines, boundaries and expectations, and exhibit high levels of self-regulation. For instance, children patiently take turns to use a giant bubble maker. Children thoroughly enjoy exploring a wide range of highly stimulating activities and experiences. For example, children squeal with glee as they find matching Christmas cards, that they cut up and marked with numbers, hidden around the garden. As children play, they demonstrate exceptionally high levels of engagement. The childminder provides them with time to think and respond to meaningful questions. They ask to re-do the activity independently again and again, which reinforces their learning.

Children maintain focus for a sustained period of time during snack when they become curious about why crumpets have holes in them. They share their knowledge and decide 'it must be the mixture'. They use a search engine to find the ingredients and talk about 'buckwheat flour' and 'yeast'. Children then recall making bread and using yeast to make the bread rise. Children use exceptional mathematical skills, stating, 'I will cut my crumpet in half.' They then cut it into quarters and notice that 'the circle has turned into four triangles'. Children flourish in the exemplary care they receive.

What does the early years setting do well and what does it need to do better?

- The childminder is a superb teacher and has extremely high expectations of children. She uses her theoretical knowledge and expertise to plan effectively for each child across a broad curriculum. Children are supported to make independent choices and demonstrate their understanding as they participate in interesting discussions with her. For example, they talk about why five is not an equal number. The childminder uses every opportunity to extend children's learning in all areas.
- The childminder helps children to understand how they learn themselves. She uses an excellent narrative, talks about 'good ideas' and 'good thinking', and looks at photographs and records of what the children 'can do now' and 'couldn't do then', such as putting on their all-in-one weather suits. Parents are encouraged to foster this 'can-do' attitude with their children at home using a 'Ready for School Skills' booklet they receive from her.
- The childminder gives exceptionally high priority to children's well-being and children form strong emotional attachments with her. Parents contribute to initial assessments of children's starting points when they join, and the childminder records their developmental progress meticulously as they achieve their goals.

- Children's communication and language skills are promoted exceptionally well. The childminder expertly uses her conversational skills to promote children's thinking and listening skills. Children express themselves well and are excited to share their experiences, such as pretending to be on a roller coaster. The childminder has recently attended training to help support children's speech development by using activities to strengthen their facial muscles.
- The childminder provides excellent opportunities for children and parents to broaden their knowledge and understanding of other cultures. For example, children relish looking on a globe to find Thailand when they ask where the vibrant-coloured coconut shells came from that they have been using to share out coins. The childminder introduces children to seasonal celebrations and displays print in different languages. She shares her very good knowledge of other countries and cultural celebrations with parents using a 'diversity planning calendar'.
- The childminder has a very positive approach to working with parents. For instance, she shares the practical ideas from her activities with children, and conversations they have had in play, in her verbal and digital feedback and newsletters to parents. This gives them an excellent understanding of how to complement children's learning at home. Parents are very complimentary about her practice, stating, 'She has an outstanding impact on children's development'. They say she is a 'true inspiration for children' and is a 'valued member of our family and of the whole community'.
- The highly dedicated childminder demonstrates a very strong drive to continue to improve her practice. She carries out highly comprehensive self-evaluation procedures and attends a very wide range of training opportunities to enhance outcomes for children even further. For instance, she has recently completed advanced training to help support children with additional needs even more effectively.

Safeguarding

The arrangements for safeguarding are effective.

For the childminder, children's welfare and safety are paramount. She has an exceptional knowledge and understanding of the local safeguarding procedures to follow to protect children's welfare. She is very knowledgeable about wider safeguarding issues and the potential risks these pose to vulnerable families. From an early age, she ensures children learn how to protect themselves from harm. For example, they learn how to keep their play space free from hazards by routinely tidying away toys and mopping up their own spills. Children can explain that red triangle signs displayed on plants around the garden mean 'don't touch, it might be poisonous'.

Setting details

Unique reference number	136382
Local authority	South Gloucestershire
Inspection number	10125436
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	9 November 2015

Information about this early years setting

The childminder registered in 1996. She lives in the Wickwar area of Gloucestershire. The childminder holds a relevant early years qualification at level 3. She offers care three days a week on Monday, Tuesday and Wednesday from 7.30am to 6pm, all year round. The childminder receives funding for early years education for children aged three and four years.

Information about this inspection

Inspector

Jan Harvey

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning. She carried out a learning walk with the childminder and discussed how she delivers her curriculum.
- The inspector completed a joint evaluation of an activity with the childminder and held discussions with her about the children's learning.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.
- The inspector looked at all relevant documentation, including children's records, a sample of policies and procedures and evidence of the suitability of persons living in the household.
- The inspector took account of parents' views through reviewing a sample of their written feedback.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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